



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5250 East Montgomery Road, Cave Creek, AZ 85327

Cave Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Denise Marie Horn
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.ccusd93.org
Phone Number : (480) 437-3000
Fax Number : (480) 595-1312
E-mail : dhorn@ccusd93.org

Mission

The Lone Mountain Community will create a safe, challenging, learning environment in which students feel free to take risks. Our supportive community will promote students to be self-directed in the choices they make about their learning and behavior, because ALL learners are capable of success, NO exceptions.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü We believe that all children have the right to a challenging educational experience. Therefore, the Lone Mountain Community will establish a child-centered, challenging learning environment in which we build strengths.
- ü We believe that learners thrive in a positive, safe, respectful environment. Therefore, the Lone Mountain Community will establish a happy, safe, respectful learning environment for all.
- ü By the end of the 06-07 school year 100% of our K, 1st, and 2nd Grade Students will demonstrate a minimum growth of 10 points from their first to their third writing benchmark or score a total of 20 points on their third writing benchmark.
- ü By the end of the 06-07 school year 100% of our Third, Fourth and Fifth Grade Students will meet or exceed the writing standards on the AIMS portion of the DPA.

Enrollment

October 1, 2005 School Year Student Enrollment : 583
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 90

Lone Mountain Elementary School

Instructional Programs

- ü Reading Street/Everyday Math/Six Traits
- ü Art/PE/Music/Library/ Band/Chorus
- ü Kids At Hope/Character Counts
- ü On-Site Special Education
- ü After School Tutoring and Clubs
- ü Gifted Learning Opportunities
- ü Program for Academic Language Success
- ü Title I Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We believe in the power of students, parents, teachers, administrators and other community members working together to reach the same goals. We provide meaningful volunteer opportunities for our parents through our Helping Hands Program, run by our Volunteer Coordinators. We communicate with our parents through a weekly school newsletter and classroom newsletters. We provide opportunities for our parents to be involved in decision-making through our PTO and Site Council.

Parents

As a Kids At Hope school, we believe it is the responsibility of all adults to pass on their Four Aces: provide opportunities to succeed; set high expectations; surround our children with caring adults; and provide our children with an anchor parent. We expect our parents to ensure their child is prepared to attend school and focus on learning each day. We expect our parents to participate in their child's education.

Transportation Policy

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Kids at Hope School	2003
ü Learn and Serve Grant	2003
ü Learn and Serve Grant	2005
ü District H.U.G. Award and Mini-Grant Winners	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	452	80010	100	100	99	457	471	447	3	4	10	16	8	18	61	55	53	20	33	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	225	38935	100	100	99	458	473	447	NA	3	9	17	8	19	65	55	55	17	34	17
Male	53	227	40974	100	100	98	456	470	448	6	4	11	15	8	18	57	55	52	23	33	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	22	34545	NC	96	99	NC	434	432	NC	NA	14	NC	45	24	NC	41	53	NC	14	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	91	415	35142	100	100	99	459	473	465	3	4	5	12	7	11	64	55	56	21	34	28
Students with Disabilities	10	50	10161	100	100	93	NA	423	419	NA	28	28	NA	30	28	NA	30	36	NA	12	8
Students without Disabilities	89	402	69849	100	100	100	462	477	451	1	1	7	11	5	17	66	58	56	21	36	19
Limited English Proficient Students	NC	10	14013	NC	100	97	NC	NA	413	NC	NA	24	NC	NA	34	NC	NA	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	98	443	40981	100	100	100	457	472	462	3	4	6	16	8	13	60	54	54	20	34	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	452	79438	100	100	98	468	475	451	3	3	9	14	9	24	71	72	56	12	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	226	38775	100	100	99	478	481	457	NA	2	7	7	7	22	78	73	58	15	18	13
Male	53	226	40560	100	99	97	458	469	446	6	4	12	21	12	25	64	72	54	9	13	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	23	34297	NC	100	98	NC	440	434	NC	9	14	NC	35	31	NC	52	50	NC	4	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	91	414	34887	100	100	98	471	476	471	3	3	4	11	8	15	73	74	63	13	15	18
Students with Disabilities	10	50	9588	100	100	88	NA	426	416	NA	22	30	NA	30	32	NA	46	34	NA	2	5
Students without Disabilities	89	402	69850	100	100	100	474	481	456	NA	0	7	11	7	23	75	76	59	13	17	12
Limited English Proficient Students	NC	10	13856	NC	100	96	NC	NA	407	NC	NA	27	NC	NA	43	NC	NA	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	98	443	40753	100	100	99	468	475	467	3	3	5	14	9	16	70	73	62	12	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	453	79971	100	100	99	479	458	423	3	4	8	9	19	41	75	69	49	13	9	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	226	38974	100	100	99	496	474	437	NA	2	5	4	11	33	78	75	57	17	12	4
Male	53	227	40895	100	100	98	464	443	410	6	6	10	13	26	47	72	63	41	9	5	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	23	34481	NC	100	99	NC	431	410	NC	4	10	NC	35	46	NC	61	43	NC	NA	1
Asian/Pacific Islander	NC	10	2067	NC	100	99	NC	NA	449	NC	NA	4	NC	NA	28	NC	NA	60	NC	NA	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	91	415	35150	100	100	99	480	459	437	3	4	5	8	18	35	75	69	56	14	9	5
Students with Disabilities	10	51	10258	100	100	94	NA	399	377	NA	22	23	NA	37	51	NA	37	25	NA	4	1
Students without Disabilities	89	402	69713	100	100	100	487	465	429	NA	2	5	6	16	39	81	73	52	13	9	3
Limited English Proficient Students	NC	10	13985	NC	100	97	NC	NA	382	NC	NA	18	NC	NA	54	NC	NA	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	98	444	40977	100	100	100	479	459	437	3	4	5	9	18	34	74	69	56	13	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	472	80147	100	100	99	509	504	482	2	4	11	7	8	17	52	49	49	40	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	225	39281	100	100	99	511	504	483	NA	4	9	6	7	17	58	54	50	35	35	24
Male	58	247	40780	100	100	98	507	504	482	3	4	12	7	10	17	47	45	48	43	41	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	NC	36	33494	NC	100	99	NC	474	466	NC	17	15	NC	25	23	NC	31	49	NC	28	14
Asian/Pacific Islander	NC	19	2103	NC	100	99	NC	523	515	NC	NA	4	NC	NA	8	NC	53	44	NC	47	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	98	411	36122	100	100	99	509	506	501	2	3	5	5	7	10	53	51	50	40	39	35
Students with Disabilities	12	52	10295	100	100	92	477	453	443	17	25	33	8	29	26	50	35	33	25	12	8
Students without Disabilities	94	420	69852	100	100	100	513	510	488	NA	2	7	6	6	16	52	51	51	41	41	26
Limited English Proficient Students	--	NC	12722	--	NC	97	--	NC	441	--	NC	27	--	NC	33	--	NC	37	--	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	NC	38371	--	NC	97	--	NC	465	--	NC	15	--	NC	23	--	NC	49	--	NC	13
Non-Economically Disadvantaged	106	467	41776	100	100	100	509	504	498	2	4	6	7	8	11	52	49	49	40	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	470	79686	100	100	98	495	496	470	3	4	11	11	9	24	72	74	57	14	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	225	39163	100	100	99	503	497	475	2	4	9	6	7	22	71	75	60	21	14	10
Male	58	245	40438	100	99	97	488	494	465	3	3	13	16	11	25	72	74	54	9	13	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	NC	35	33299	NC	97	98	NC	466	452	NC	17	17	NC	14	32	NC	63	47	NC	6	3
Asian/Pacific Islander	NC	19	2097	NC	100	99	NC	504	490	NC	NA	5	NC	5	13	NC	89	68	NC	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	98	410	35914	100	100	98	495	498	489	3	3	5	10	9	15	72	75	67	14	14	14
Students with Disabilities	12	50	9808	100	96	87	459	449	432	17	20	35	42	30	32	33	46	30	8	4	3
Students without Disabilities	94	420	69878	100	100	100	500	501	475	1	2	8	7	6	23	77	78	61	15	14	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	NC	38095	--	NC	97	--	NC	452	--	NC	17	--	NC	32	--	NC	48	--	NC	3
Non-Economically Disadvantaged	106	465	41591	100	100	99	495	496	486	3	3	6	11	9	16	72	75	65	14	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	471	80372	100	100	99	508	499	475	1	2	4	11	18	30	78	75	64	9	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	225	39452	100	100	99	525	515	488	NA	1	3	4	9	22	83	82	72	13	8	3
Male	58	246	40836	100	100	98	495	483	464	2	2	6	17	26	37	74	69	56	7	3	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	NC	36	33608	NC	100	99	NC	463	462	NC	8	6	NC	28	36	NC	61	57	NC	3	1
Asian/Pacific Islander	NC	19	2098	NC	100	99	NC	511	500	NC	NA	2	NC	16	16	NC	84	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	98	410	36213	100	100	99	508	502	489	1	1	2	11	17	22	78	76	72	10	6	3
Students with Disabilities	12	51	10526	100	98	94	467	450	427	8	6	15	42	49	53	33	39	31	17	6	1
Students without Disabilities	94	420	69846	100	100	100	513	505	482	NA	1	3	7	14	26	84	79	69	9	5	2
Limited English Proficient Students	--	NC	12747	--	NC	97	--	NC	432	--	NC	12	--	NC	52	--	NC	36	--	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	NC	38521	--	NC	98	--	NC	461	--	NC	6	--	NC	38	--	NC	55	--	NC	1
Non-Economically Disadvantaged	106	466	41851	100	100	100	508	500	489	1	1	3	11	18	22	78	75	72	9	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	505	79306	100	100	99	545	530	504	3	5	13	8	9	20	44	53	49	45	33	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	247	38845	100	100	99	547	532	505	NA	3	11	4	10	20	57	55	50	39	32	18
Male	62	258	40383	100	100	98	543	527	504	6	6	14	11	8	19	32	52	47	50	34	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	43	32673	NC	100	99	NC	483	487	NC	16	18	NC	21	25	NC	56	46	NC	7	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	544	539	NC	18	5	NC	NA	10	NC	36	46	NC	45	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	105	443	36234	100	100	99	548	534	523	2	3	6	9	8	13	44	53	52	46	35	28
Students with Disabilities	11	52	10286	100	100	91	477	478	462	27	31	41	36	19	27	27	44	27	9	6	5
Students without Disabilities	105	453	69020	100	100	100	552	536	510	1	2	9	5	8	18	46	54	52	49	36	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	11	37437	NC	100	97	NC	479	486	NC	18	19	NC	27	26	NC	45	46	NC	9	9
Non-Economically Disadvantaged	114	494	41869	100	100	100	546	531	521	3	4	7	8	9	14	44	53	51	46	34	27

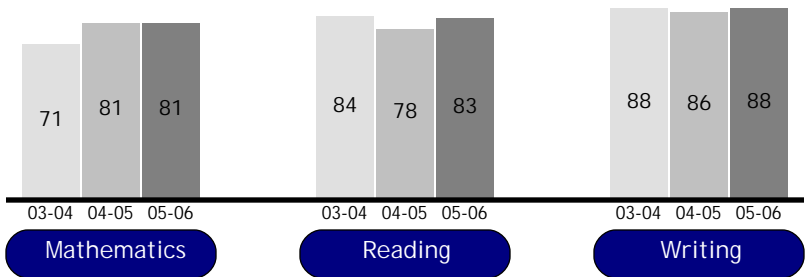
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	504	79000	100	100	98	517	515	489	2	3	10	9	10	24	72	70	58	17	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	247	38774	100	100	99	519	519	494	2	2	7	2	6	22	83	74	61	13	18	10
Male	62	257	40150	100	100	98	516	511	485	2	3	12	15	15	25	63	67	55	21	16	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	42	32508	NC	98	98	NC	482	472	NC	7	15	NC	26	33	NC	64	49	NC	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	533	510	NC	NA	4	NC	18	14	NC	64	67	NC	18	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	105	443	36135	100	100	98	519	518	508	1	2	4	9	9	14	71	71	67	19	19	15
Students with Disabilities	11	52	9991	100	100	88	468	463	449	9	21	33	64	44	36	18	29	29	9	6	2
Students without Disabilities	105	452	69009	100	100	100	523	521	495	1	0	6	3	6	22	78	75	62	18	18	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	10	37234	NC	91	97	NC	NA	472	NC	NA	15	NC	NA	33	NC	NA	50	NC	NA	3
Non-Economically Disadvantaged	114	494	41766	100	100	99	518	516	505	2	2	5	8	10	16	73	70	65	18	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	503	79611	100	100	99	530	525	496	3	3	7	19	22	37	76	73	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	247	39016	100	100	99	551	546	511	NA	1	4	13	13	29	87	83	66	NA	3	1
Male	62	256	40519	100	99	98	511	505	482	6	6	10	24	30	44	66	63	46	3	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	42	32855	NC	98	99	NC	498	481	NC	10	10	NC	36	43	NC	55	47	NC	NA	0
Asian/Pacific Islander	NC	11	2149	NC	100	100	NC	552	519	NC	18	4	NC	NA	24	NC	73	70	NC	9	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	105	442	36380	100	100	99	531	528	511	3	2	4	19	21	30	77	75	65	1	2	1
Students with Disabilities	11	51	10664	100	98	94	434	456	440	27	20	23	55	53	54	18	27	22	NA	NA	1
Students without Disabilities	105	452	68947	100	100	100	540	533	504	1	2	4	15	18	34	82	78	61	2	2	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	10	37626	NC	91	98	NC	NA	479	NC	NA	10	NC	NA	45	NC	NA	45	NC	NA	0
Non-Economically Disadvantaged	114	493	41985	100	100	100	530	526	511	4	3	4	19	22	30	75	73	65	2	2	1

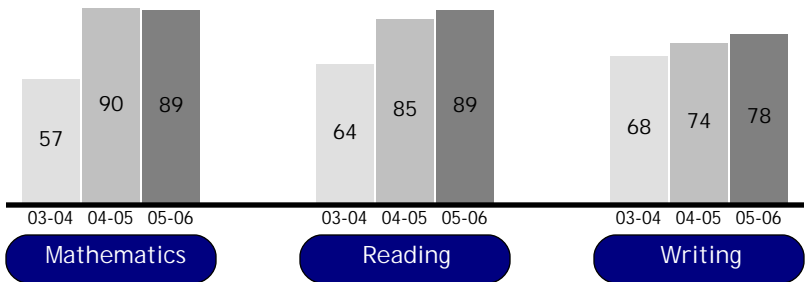
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	64	NA	58	99	59	61	47	100	68	67	46
	Language	98	60	63	50	99	56	59	47	100	70	65	48
	Mathematics	99	75	75	64	99	65	66	50	100	76	73	52
3	Reading	98	67	NA	55	100	59	62	44	100	65	67	46
	Language	95	73	74	61	100	52	57	44	100	56	61	46
	Mathematics	98	63	68	61	100	60	65	51	100	67	75	52
4	Reading	93	65	NA	56	99	65	64	48	100	70	70	52
	Language	94	59	69	52	99	67	65	49	100	68	72	52
	Mathematics	96	66	73	61	99	67	64	53	100	72	72	58
5	Reading	95	71	NA	55	100	61	68	50	100	72	72	56
	Language	97	57	67	49	100	59	68	50	100	70	72	54
	Mathematics	97	71	80	63	100	65	67	49	100	76	70	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Lone Mountain Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum and Instruction
- Ü Learning Environment
- Ü Evaluation, Assessment, Data Analysis
- Ü Strategic Planning
- Ü Approval of Tax Credit Expenditures
- Ü District Committee Membership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.75	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	3	0	0
10 or more years	2	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 30-Station Computer Lab/Library
- Ü Band Room/Stage
- Ü Baseball/Soccer Field
- Ü Access to District Fine Arts Center

Extracurricular Activities

- Ü Student Council
- Ü Instrumental Band/Strings
- Ü Eagle Chorus
- Ü Baseball/Basketball Clinics
- Ü Kiwanis Kids Klub
- Ü Math Olympiads
- Ü Odyssey of the Mind
- Ü After School Tutoring

Social Services

- Ü Part-time Counselor
- Ü Second Step Prevention Program
- Ü Comprehensive Counseling Program
- Ü Before/After School Care
- Ü Character Counts
- Ü Support Groups
- Ü Community Ed. Classes
- Ü Full Time Health Clinic Aide

Lone Mountain Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our Odyssey of the Mind Team won the State Tournament, placed second in the Regional Tournament and then, went on to the World Finals in Iowa.
- ü Lone Mountain is an excelling school.
- ü Ninety or 91% of our students met or exceeded the state standards on the AIMS/Terra Nova Dual Purpose Assessment in the below grades and subjects:
Third Grade Writing 91%
Fourth Grade Math 91%
Fifth Grade Math 91%
Fifth Grade Reading 90%
- ü Our Site Council survey created for our parents indicated that almost 100% of our parents feel welcome and comfortable speaking to their child's teacher and that their child felt safe and happy at Lone Mountain.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Make Your Day . . . Character Counts is our school wide citizenship program where students become self-motivated in their learning by making choices about their behavior that affects the safety and well-being of themselves and others. Each month we focus on one of the Six Pillars of Character. Our Eagle Pride Program recognizes students for displaying these Six Pillars of Character. Our first graders participate in the Second Step Bullying Prevention Program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Denise Horn	(480) 437-3001
Transportation Policy	Cathy Erwin	(480) 575-2080
Community Resources	Evelyn Holbrook	(480) 575-2075
School Nutrition Programs	Jeff Stempek	(480) 575-2437
Parent Organization	Laurie MacDonald	(480) 437-3000
Student Health/Nurse	Kelly Hartley	(480) 437-3002

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.